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ABSTRACT

This monograph was developed by the Los Angeles (California) Unified School District to introduce teachers to the goals, concepts and instructional objectives of a district-wide social science curriculum framework. The monograph is written to be used along with the California State Social Sciences framework. The framework's objectives for students are said to be: (1) understanding of interdisciplinary concepts; (2) the development and application of a variety of work study skills appropriate to the social sciences; (3) the appreciation of cultural diversity; (4) an awareness of societal values and clarification of personal values; and (5) social participation. Explanations of sample instructional activities and student worksheets are included. A glossary and bibliography are appended. (JCD)

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OUR HUMAN TIES

SOCIAL SCIENCE FRAMEWORK

UD 022 094

OUR HUMAN TIES

SOCIAL SCIENCES

Monograph #1

October, 1976

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OUR HUMAN TIES, SOCIAL SCIENCES is the first monograph in a series of seven.

- Social Sciences Framework
- Building Self Concept
- Relationships With Others
- Interdependence and Social Interaction
- Cultural Similarities and Differences
- Political and Economic Relationships
- Impact of Technology in Society

FOREWORD

The Los Angeles Unified School District has voluntarily increased the Permits With Transportation Program and will be required by the California State Supreme Court to implement an expanded pupil integration program. We are also engaged, under an agreement with the Office of Civil Rights, in the process of integrating the staffs of all schools in the district.

These processes are laudable and should be supported by staffs and communities. If our efforts, however, are to be successful, we must view the integration process as an educational experience and remove it from the political arena.

The understandings and appreciations that people have for one another are no more or less related to ethnicity than to socio-economic conditions. While we explore the physical and cultural diversities of human beings, we should give greater attention to the commonalities and the processes necessary to enhance relationships and to serve the common good of all peoples.

"OUR HUMAN TIES" will be the theme for staff development in Area J for the purpose of assisting teachers and administrators to assess and serve the needs of students who must live in a changing society in which the survival of mankind depends upon the ability and willingness of people to work and live in harmony with the environment and each other.

This is the challenge which we must meet and to which we direct these efforts.

Frederick J. Dumas
Area J Superintendent

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TABLE OF CONTENTS

	Page
Forword	iii
Acknowledgements	iv
Statement of Philosophy	1
Statement of Goals	2
Concepts	3, 4
Instructional Objectives	5, 8, 11, 14, 18
Activities	6-7, 9-10, 12-13, 15, 17, 19-21
Areas of Study	16
Glossary	22
Bibliography	23

PHILOSOPHY

The well-being of society is dependent upon the recognition of the interdependence of people. In the words of Wilson Riles, "Our success or failure in solving social problems will ultimately determine our survival as a human race."

It is important that all educators working with students recognize the importance to society and the impact on society of the self concepts held by individuals. It is equally critical that educators become fully cognizant of the facets and effects of the relationships, interdependence, and social interactions of people, of the political and economic relationships of groups, and of the impact of technology on our modern world.

The California State Social Sciences Framework is the foundation upon which the OUR HUMAN TIES series has been built. OUR HUMAN TIES, SOCIAL SCIENCES has been designed to assist teachers in acquiring a working knowledge of the goals, concepts, and instructional objectives embodied within this framework.

STATEMENT OF GOALS

Goals for Teachers

Teachers will be aware that each person is a unique human being and that although all humans are alike in many ways, no two groups of people nor individuals within a group will necessarily live in exactly the same way. Teachers will develop an ever growing appreciation of the complexity of humanity.

Goals for Learners

Each learner will develop an awareness of his/her background and of the diverse background of others. Each learner will develop an appreciation of the complexity of humanity.

SOME MAJOR CONCEPTS RELATED TO THE SOCIAL SCIENCES FRAMEWORK

1. The California State Framework in Social Sciences is divided into five major goals.

   Goal I. Learners will develop understandings based on data and interdisciplinary concepts. (Concepts)

   Goal II. Learners will develop and practice a variety of intellectual and work study skills appropriate to the social sciences. (Skills)

   Goal III. Learners will understand and respect individual and cultural differences and similiarities. (Cultural Diversity)

   Goal IV. Learners will be aware of society's values and will develop and clarify a personal set of values. (Values)

   Goal V. Learners will participate in activities in the society as individuals and as members of groups. (Social Participation)

2. The California State Social Sciences framework presents eighteen broad interdisciplinary concepts:

   citizenship, justice, freedom, diversity, culture, resources, multiple causation, needs, property, authority/power, scarcity, social control, morality, change, conflict, interdependence, environment, truth.

3. The eighteen interdisciplinary concepts presented in the California State Framework are drawn from the various social sciences of anthropology, economics, geography, history, political science, psychology and sociology.
4. The California State Framework suggests guidelines for selecting area of study.
5. The California State Framework develops illustrative instructional objectives at each grade level span for each goal.

Concept:

The California State Framework in Social Sciences is divided into five major goals.

Goal I. Learners will develop understandings based on data and interdisciplinary concepts. (Concepts)

Goal II. Learners will develop and practice a variety of intellectual and work study skills appropriate to the social sciences. (Skills)

Goal III. Learners will understand and respect individual and cultural differences and similiarities. (Cultural Diversity)

Goal IV. Learners will be aware of society's values and will develop and clarify a personal set of values. (Values)

Goal V. Learners will participate in activities in the society as individuals and as members of groups. (Social Participation)

Instructional Objective:

The teacher will identify the five major goal categories in the California State Framework in Social Sciences:

- Concepts
- Skills
- Cultural Diversity
- Values
- Social Participation

ACTIVITY #1

1. Each participant will familiarize himself/herself with the five major goal categories by examining the content of page 3 in the Social Science Framework.
2. Each participant will capsulate each goal category listed on page 3 in the Framework into one or two words per goal category. Utilize the worksheet provided on the next page of this monograph.
3. Each participant will check his/her capsule words with the titles on pages 12, 26, 32, 40, 46 respectively.
4. Each participant will locate the program goals that more fully develop each of the major goals by examining pages 11, 25, 31, 39, and 45.

ACTIVITY #1 WORKSHEET

Capsule Terms

Goal I . . . . . _____

Goal II . . . . . _____

Goal III . . . . . _____

Goal IV . . . . . _____

Goal V . . . . . _____

Concept:

The California State Social Sciences Framework presents eighteen broad interdisciplinary concepts.

Instructional Objective:

The teacher will identify the eighteen interdisciplinary concepts presented in Goal #1 in the State Social Sciences Framework.

ACTIVITY #2

1. Each participant will read and familiarize himself/herself with the eighteen interdisciplinary concepts listed on pages 12 - 17 of the State Social Science Framework.
2. Each participant will be given a newspaper.
3. Each participant will be instructed to scan the newspaper and to identify the concept which best represents the concern of each news item.
4. Each participant will record his/her findings in tally mark form on a tally sheet provided for him/her. (See next page.)
5. Each participant will identify the concept which represents the greatest number of news items in his/her newspaper.
6. A tally listing of the results of number five above will be made by the group. The five concepts of greatest current concern will be noted.

ACTIVITY #2 WORKSHEET

CONCEPT

Citizenship . . . . . _____

Justice . . . . . _____

Freedom . . . . . _____

Diversity . . . . . _____

Culture . . . . . _____

Resources . . . . . _____

Multiple-Causation . . . . _____

Needs . . . . . _____

Property . . . . . _____

Authority/Power . . . . . _____

Scarcity . . . . . _____

Social Control . . . . . _____

Morality . . . . . _____

Change . . . . . _____

Conflict . . . . . _____

Interdependence . . . . . _____

Environment . . . . . _____

Truth . . . . . _____

Vol I Social Science Framework BACK

Concepts:

The eighteen interdisciplinary concepts are drawn from the various social sciences of anthropology, economics, geography, history, political science, psychology and sociology.

Instructional Objective:

The teacher will identify the seven social science disciplines from which the eighteen basic concepts are drawn.

ACTIVITY #3

1. Each participant will familiarize himself/herself with the seven social science disciplines presented in the Social Science Framework. (See pp. 9 - 11 in the Framework.)
2. Each participant will be given a newspaper.
3. Each participant will be instructed to scan the newspaper and to identify the discipline which <u>best</u> represents the category of the subject matter of each news item.
4. Each participant will record his/her findings in tally mark form on a tally sheet provided for him/her. (See next page.)
5. Each participant will identify the discipline which represents the greatest number of news items in his/her newspaper.
6. A tally listing of the results of number five above will be made by the group. The three disciplines of greatest current visibility will be noted.

ACTIVITY #3 WORKSHEET

Anthropology	
Economics	
Geography	
History	
Political Science	
Psychology	
Sociology	

Concept:

The California State Framework suggests guidelines for selecting areas of study.

Instructional Objective:

The teacher will select an area of study from a specific list of areas of study and will relate that area of study to a selected setting for his/her grade level.

ACTIVITY #4

1. Teachers will examine pp. 51 - 53 of the Social Science Framework to determine the definitions of and the differences between "areas of study" and "selected settings."
2. Teachers will examine the recommended Areas of Study listed on page 52 and compare that list with the list on the next page of this booklet.
3. Each teacher will select an area of study suitable to his/her grade level and record that area of study on activity #4 worksheet.
4. Teachers will group themselves in groups of five according to the area of study they selected.

AREAS OF STUDY (CONTENT THEMES) FOR SOCIAL SCIENCE PROGRAMS

Pre K	The Individual - A Growing Identity
K - 3	People Everywhere
	The Individual - Developing a Self-Concept
	Family Life
	People and Their Communities
4 - 6	California - Its Changing Cultures
	The United States - A Nation of Cultures
	The Global Societies

ACTIVITY #4 WORKSHEET

Grade Level(s) _____

Area of Study _____

Concept:

The California State Framework develops illustrative instructional objectives at each grade level span for each goal.

Instructional Objective:

The teacher will identify the illustrative objectives listed in the framework for each goal in his/her grade span.

ACTIVITY #5

1. Each group will record the selected area of study on the Activity #5A Worksheet.
2. Each group will select a setting (a specific place, event, time, person, group of people, or issue) and record that setting on the Activity #5A Worksheet.
3. Teachers will examine the concepts in Goal I and the program goals in Goals II, III, IV, and V.
4. Teachers will examine the illustrative objective within his/her grade span for each goal.
5. Each group of teachers will select one concept from Goal I and record it on the Activity #5A Worksheet.
6. Each group of teachers, utilizing the Activity Worksheet, will develop a lesson plan designed to aid the accomplishment of the objective listed for the selected grade level span.
7. Each group will select a spokesman who will rotate one group to the right.
8. The spokesman will share his/her group's lesson plan with the new group.
9. Repeat steps 7 and 8.
10. Repeat steps 1 - 9 utilizing Activity #5B Worksheet.

ACTIVITY #5A WORKSHEET

Area of Study _____

_____

Setting _____

_____

Concept from Goal I _____

_____

Objective _____

_____

. Materials

. Motivation or Introduction

. Procedure

. Evaluation

. Extended Activities

ACTIVITY #5B WORKSHEET

Area of Study _____

_____

Setting _____

_____

Program Goal from Goals II, III, IV, or V _____

_____

Objective _____

_____

. Materials

. Motivation or Introduction

. Procedure

. Evaluation

. Extended Activities

GLOSSARY

Area of Study: Individual and group development.

Ethnic cultures within and outside the United States.

Local, state and national regions.

Content: Data, generalizations, concepts.

Settings: Specific places, events, times.

Particular peoples, issues.

Topics located within areas of study.

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